

1965

A proposal for a program for married women teachers who left the teaching profession to marry and raise a family and who plan to return to teaching.

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A PROPOSAL FOR A PROGRAM FOR MARRIED WOMEN TEACHERS
WHO LEFT THE TEACHING PROFESSION TO MARRY AND RAISE
A FAMILY AND WHO PLAN TO RETURN TO TEACHING

by

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Problem submitted in partial fulfillment of the requirements
for the degree of Master of Education

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1965

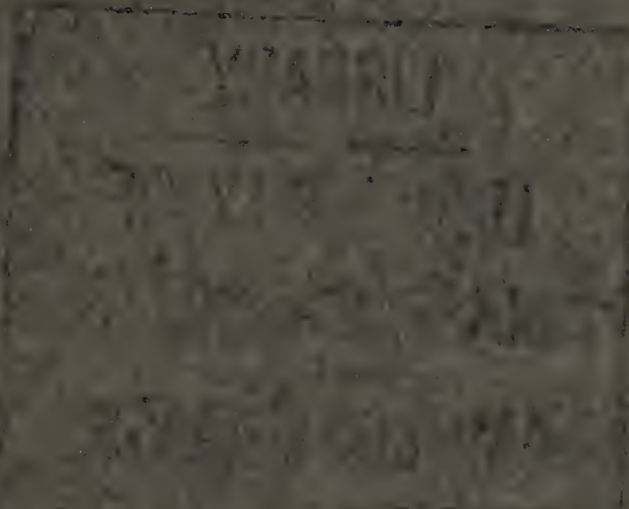


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CHAPTER I

INTRODUCTION

Need.--Today the demand for teachers of quality exceeds the supply. A Teacher-Mother Program could revitalize the interest of former teachers in teaching. It could also improve the quality of the returning teacher. Such a program could be a threefold plan of academic development, growth through practical experience, and growth through professional contacts for married women before they are re-employed as teachers.

The central figure is the woman who taught for a few years after college graduation, married and perhaps raised a family. There is a plentiful supply of evidence which reveals that marriage is the primary magnet which attracts women away from teaching. This cause of teacher turnover, which annually depletes part of the elementary school teaching population particularly, is not likely to end. It is stated in Teachers For Tomorrow:

"We cannot expect to achieve more than a moderate reduction of the high turnover rate in teaching;...statistically the bulk who leave are young women headed for marriage."¹

However, according to the NEA, many women who leave the field return after domestic responsibilities lessen.

¹The Fund for the Advancement of Education, Teachers For Tomorrow (November, 1955), p. 34

A survey of teachers concerning continuity of career under the auspices of the NEA included 1,266 women teachers. Of this number 788 were married. As shown in Table 1 only forty percent of the married women teachers had taught continuously; sixty percent of these teachers had a break in service. The NEA concludes that:

"the average married woman teacher has spent 4.2 years away from teaching for every 10 years in the school room...The movement in and out of teaching on the part of married women, who constitute 42 percent of the teaching profession, deserves recognition as a special problem of personnel administration"¹

Table 2 reveals that sixty percent of all teachers are married with children. Approximately fifty-eight percent of women teachers are married with children. Because the percentage of women teachers who are married and parents is large and because this high percentage is matched by the percentage of breaks in service by the married women group, it seems essential that more study should be given to these factors. Recruitment of returning married women teachers should include consideration of retraining on the part of our school systems and university schools of education. Married women teachers can, by no means, be categorized as a minority group.

Teacher withdrawal from the profession was found to be

²Research Monograph 1963-M2, Research Division, The American Public School Teacher (Washington, D.C.: National Education Association, 1960-61), p.40

TABLE 1

... years in the present system is contrasted with 14.8 years of total experience, a difference of 3.0 years for experience in other systems. In the smallest districts, however, the average experience was 8.2 years in the present system but 11.8 years in all, a difference of 3.6 years spent elsewhere.

Breaks in Teaching Career

Teachers were asked to report their total number of school years of full-time teaching experience. They were also asked to report the calendar year when they began their teaching. These two replies were used to establish the number of years since they began teaching and when they were not teaching.

Fifty-six percent of all teachers reported continuous teaching careers. As would be expected, the proportion was lower among married women, only 39.7 percent of whom had taught continuously, in contrast to the 70.0 percent of the men and 71.0 percent of the single women who had had no breaks in their teaching careers.

The percent of teachers with no breaks in their careers tends to increase as district size increases. Appendix A, item 32, indicates that 61 percent of the teachers in the largest districts, in fact out to 82.1 percent of those in the smallest districts, reported continuous teaching careers.

The average number of years since last teaching is shown in table 1, item 33. For men and single women, the average is 1.0 year, while for married women it is 1.4 years.

The percent of teachers who have not taught in the last 10 years is shown in table 1, item 34. For men and single women, the percent is 10.1, while for married women it is 14.4.

	Men and single women	Married women
Percent of teachers who have not taught in the last 10 years	10.1	14.4
Average number of years since last teaching	1.0	1.4
Percent of teachers who have not taught in the last 5 years	4.0	4.8
Average number of years since last teaching	0.7	0.9
Percent of teachers who have not taught in the last 1 year	0.1	0.1
Average number of years since last teaching	0.1	0.1

Of the married women, 88.7 percent had spent 40 years or more away from teaching since they began their careers.

Figures are also included in appendix A, item 32, which show mean years of absence for all teachers, including those who reported no breaks in service. For men and single women, the average absence from teaching was one year. For married women, however, it was 3.7 years.

TABLE 32.--MEAN AND MEDIAN YEARS OF TEACHING EXPERIENCE

Group	Number reporting	Mean years	Median years
1	2	3	4
Sex and marital status			
Men	586	9.0	7.1
Women ^{2/}	1,266	15.4	14.2
Married women	788	13.6	12.6
Single women	311	17.2	15.1
School level			
Elementary	1,050	14.9	13.3
Secondary	402	11.4	8.8
Men	459	9.2	7.2
Women	343	14.3	13.4
Size of school district			
2,500 or more teachers	234	14.8	11.1
100-2,499 teachers ..	304	13.7	10.8
50-99 teachers	81	14.1	11.7
20-49 teachers	601	13.5	11.8
1-19 teachers	112	11.8	9.7

^{2/} Includes widowed and divorced.

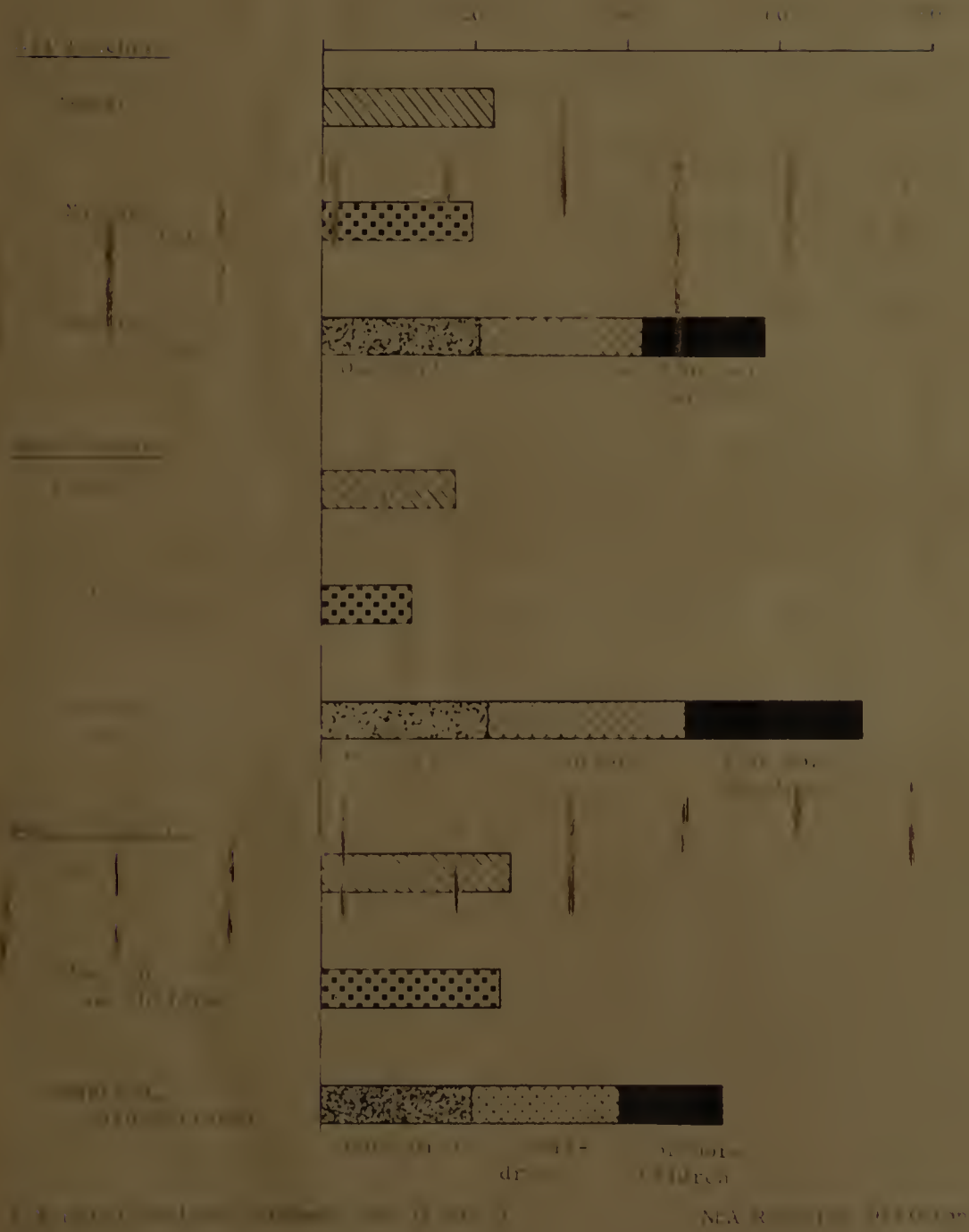
Considering that the average teaching experience of married women was 13.6 years, we can see that the average married woman teacher has spent 3.2 years away from teaching for every 10 years in the school room.

The movement in and out of teaching on the part of married women, who constitute 42 percent of the teaching profession, deserves recognition as a special problem of personnel administration in the teaching profession.

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TABLE 2

FIGURE II
MARITAL AND PARENTAL STATUS OF TEACHERS



extremely high by Charters also in a 1956 study:

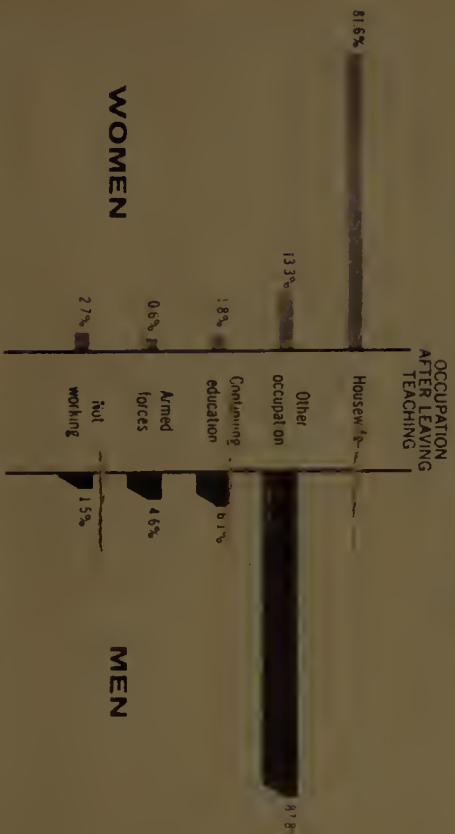
"Charters, examining the records of teacher trainees over a ten year period at the University of Illinois, presented some dramatic findings. About 40% of those qualified never entered the profession; among those who did the attrition rate was so great that only half were still teaching at the end of two years, of 1,000 teachers, fewer than 100 continued to teach more than ten years."³

An investigation of withdrawal reasons by Crane and Erviti in 1952-53 in upstate New York produced data which shows that 81.6% of the women teachers who left the field departed for marriage. As illustrated in Tables 3 and 4 only 18.4% of the women who left teaching left for reasons other than marriage. These women are much more likely to come back into teaching than the men who left the field. Eighty-eight percent of the men teachers who left went on to other occupations and possibly to higher salaries.

³Wilbur Brookover and David Gottlieb, from an abstract in Review of Educational Research, (Washington, D.C.: National Education Association, February, 1961), p.46

TABLE 3

Women leave teaching for marriage... Men for more attractive jobs



Based on a N.Y. State Study of the Occupations of Teachers Leaving Teaching

These and other efforts to improve supply are yielding promising results and merit broader application. But all such efforts combined, on whatever scale, can not be counted on to solve the teacher shortage.

The best recruiting and training schemes are limited by the basic conditions which govern the attractiveness of teaching — its prestige and status, its economic rewards and opportunities for growth, and not least of all the nature of the teaching job itself. As things now stand, these basic conditions are decidedly unfavorable

Apart from these handicaps there are definite numerical limits to each of the three main sources of supply. We cannot expect, for example, to achieve more than a moderate reduction of the high turnover rate in teaching, as now staffed and organized. Better salaries would help retain many good teachers, but statistically the bulk who leave are young women headed for marriage.

There are limits, also, to the number of young people emerging from college who are suited for teaching. Our greatest promise lies in the fact that the number of highly endowed college students could be greatly expanded if economic and other barriers were removed. Recent studies show that more than half of the top quarter in intelligence of our high school age youth never enter college. ~~Nothing could do more to improve the basic supply of high quality manpower for teaching and every other field than wholesale improvement in the opportunities afforded our ablest young people at every level of school and college to develop their potential to the fullest.~~

There are limits also on the number of college educated adults available for teaching. The Department of Labor estimates that there are ~~approximately~~ one half million women college graduates under 55 years old who are not employed and who have no children under five years old. Recent efforts to recruit such women

17. 1954 OCCUPATIONS OF TEACHERS
WHO LEFT TEACHING IN UPSTATE NEW YORK, 1952-53

Occupation	WOMEN		MEN	
	Number	Per Cent	Number	Per Cent
Housewife	448	81.6		
Other Occupation	73	13.5	115	67.8
Continuing Education	10	1.8	8	6.1
Armed Forces	2	.4	6	4.6
Not Employed	15	2.7	2	1.5
Total	549	100.0	141	100.0

TABLE 4

Teacher Attitude.--The attitude toward married women teachers has changed considerably in the last decade. Indeed, married women are now welcomed back into the field, and the qualities that they bring with them are acclaimed. For example, Stinnett and Huggett consider this change of attitude and state:

"At one time many school boards adopted rules prohibiting the employment of married women teachers. Now the trend is definitely toward provisions for married women, which enable them to live normal lives without jeopardizing their employment as teachers. In 1955-56, 96% of the reporting school districts employed married women (NEA). In the employment of teachers there should be but one consideration: that of furnishing the best possible educational service to children. It is now recognized that married teachers in many instances are better adjusted emotionally and socially than some single ones and for that reason the married woman may be a better teacher."⁴

Bruce and Holden support this viewpoint by saying:

"more and more schools are being strengthened by the increased number of happily married men and women found in the profession. The community well serves its own interests when it...welcomes back to teaching mature women who have spent a number of years in their own homes."⁵

Attitudes of women toward teaching as a secondary career are mentioned in The Teacher's Role in American Society which was edited by Lindley Stiles:

"It should be kept in mind, however, that the turnover in teaching is far higher than in most other professions; hence where averages are

⁴T. M. Stinnett and Albert J. Huggett, Professional Problems of Teachers, (New York: Mac Millan Co., 1963), p. 275

⁵William Bruce and A. John Holden, The Teacher's Personal Development, (New York: Henry Holt & Co., 1957), p. 302

compared, figures for teachers may represent far fewer years of experience than for doctors, lawyers...For other teachers school work is a fill-in until marriage or a kind of insurance against loss of husband or other means of support. In recent years some states have had as many as 20% of their teaching force leaving the profession each year"⁶

"For the marriage-and-family-oriented woman teacher, a teaching position is judged by the convenience with which its tasks may be integrated with the demands of family life. She may enjoy teaching, but it is not her primary source of satisfaction."⁷

"Recent years have seen the percentage of single women reduced from seven in ten to slightly over four in ten. Women beginning teaching careers may now think of teaching and marriage, rather than teaching or marriage, or teaching until marriage."⁸

Therefore, it is apparent that many beginning women teachers leave the profession for marriage and many women teachers return to teaching after a domestic interim. For many of these women teaching is a secondary career in spirit as well as time. With this in mind, three questions should be asked when the married woman teacher returns to the classroom:

- (1) Has she overcome the professional deficiencies that she possessed as a beginning teacher?
- (2) Has she become updated about contemporary educational developments?
- (3) Has she maintained liberal and intellectual interests?

⁶Lindley J. Stiles, Ed., The Teacher's Role in American Society, (New York: Harpers and Brothers, 1957), p. 137

⁷Ibid, p. 261

⁸Ibid, p. 262

Teacher Improvement.--Becoming up-dated is a problem confronting all teachers, but for the teacher who has been away the problem is especially severe. The woman who is neglectful about improving professionally may find herself penalized in the future. A trend for the future is mentioned in New Horizons for the Teaching Profession:

"Should a system of license renewal be a part of the program 'up to date'?...There would seem to be some reason...for those who have left teaching for a period of time, such as five or ten years, to present evidence of professional growth."⁹

Conant discusses the conflict between the need for improvement and the responsibilities of full-time teaching in The Education of American Teachers:

"(late afternoon and evening courses are) attended by teachers whose day's work has already placed an incredible strain on these resources (intellectual and emotional energies) and the time and energy devoted to the course must often be subtracted from that needed for the work of ensuing days."¹⁰

Many returning teachers enroll in academic courses after returning to the field. Consequently they become overburdened by the demands of full-time teaching, the demands of course work, and the demands of the family which has probably not fully-adjusted to the new allegiances. Stiles sums up the conflict in this way:

"Persons who return to teaching after a considerable lapse of time confront a retraining problem of considerable magnitude. In

⁹Margaret Lindsey Ed., New Horizons for the Teaching Profession, (Washington, D.C.: National Education Association, 1961), pp. 146-47

¹⁰James B. Conant, The Education of American Teachers, (New York: Mc-Graw Hill, 1963), p. 198

addition to the actual challenge of bringing one's self up to date in professional education, the returning teacher faces also emotional stresses and strains. She is often trying to hold two-full-time jobs at once, if she has a family and home..."¹¹

¹¹Lindley J. Stiles, Ed., The Teacher's Role in American Society, (New York: Harpers and Brothers, 1957), p. 53-54

Statement of Project

Definitions

Because the following terms are used frequently in the proposal, they are defined as a comprehension aid:

- 1) An active mother--a mother from the birth of her first child until the entrance of her youngest child in the intermediate grades
- 2) Teacher-mother--a mother who is enrolled in a program of study and part-time teaching
- 3) Candidate--a mother who is enrolled in a program of study and part-time teaching

The Teacher-Mother Program is a plan of professional preparation for former women teachers before they return full-time to the public school classroom. This program combines part-time teaching in specialized areas, academic study, and professional exchange under university auspices.

Summary Statement.--High turnover among teachers, especially at the elementary level, will not lessen because marriage orientation outweighs career orientation in the majority of American young women. However, after the major child rearing responsibilities are reduced a pattern of career re-entry is becoming a definite trend in teaching as well as in other occupations. Although most school systems welcome the return of the emotionally mature married woman teacher, professional adequacies should be considered. A piecemeal program to improve teaching qualities is ineffectual, and difficulties are compounded if professional improvement is attempted in night school after a return to full-time teaching. A program planned especially for the returning teacher-mother is realistic. Such a program which intergrates academic study, part-time teaching in local school systems, and exchanges with other professional people should be under university guidance to insure tailoring to individual educational and experience backgrounds and to insure preparation of good quality.

Chapter II

PURPOSES AND OBJECTIVES

The primary purposes of the Teacher-Mother Program are:

1) to prepare married women teachers to return to public school classrooms and 2) to develop teacher creativity and excellence before the return to full-time teaching. The main emphasis of the program is the development of creative teachers--teachers who can not only recognize individual differences, but who can help each individual cope with his difference, teachers who realize that depth of knowledge and presentation of knowledge are complementary sources of a teacher's strength, teachers who understand their students and who lead their students to understanding via approaches that are not only systematized but are also challenging and original.

Specific Purposes

Academic Growth.--Academic study is necessary to 1) broaden cultural and intellectual outlook, 2) improve existing teaching practices, and 3) insure complete understanding of contemporary educational developments.

Each candidate is expected to pursue a program of post-graduate study at an accredited university supporting this specialized program. Courses should be offered at times that accomodate the special situation of the teacher-mother. A director for the program will be centered at the university.

The director will supervise the candidates as well as acting as a consultant for them. The director will also arrange professional contacts for all the teacher-mothers in the involved communities.

The teacher-mothers in the initial experimental groups would represent the following situations:

- 1) women who have several pre-school children and who will enroll in the program for the full six years
- 2) women who have one pre-school child and other children in school and who will enroll for three or four years
- 3) women who have children in school and who do not wish to assume full-time teaching until these children are older.

By careful observation it should be possible to learn which situation lends itself most effectively to the program. This plan is designed for women who have already met the minimum requirements for state certification. If they have not met the minimum requirements, they must do so before entering the program.

Each program of study will be based on the individual candidate's educational and teaching background and on her future teaching aims. However, all candidates must measure their program in accordance with the two previously mentioned goals: 1) educational improvement and 2) broadening of cultural and intellectual outlook.

In order to function effectively when the candidate

returns to full-time teaching, she must be able to cover efficiently all curriculum areas in her field. She cannot, for example, expect to teach modern math and learn how to teach modern math simultaneously. In addition, excellence in teaching will be achieved only when the teacher-mother has learned techniques which enable her to diagnose individual problems and methods which enable her to remedy these problems. Because her concentration in the domestic arena may result in provinciality, the teacher-mother is expected to do some academic work in the arts and sciences to stimulate her intellect.

If the teacher-mother achieves at a high level in her initial academic work, she will be encouraged, but not required, to work for a master's degree by the director of the program. The minimum academic work acceptable is eighteen hours (six courses). Because the fostering of a positive attitude toward teaching is a continual aim of the program, situations that might result in undue pressure or discouragement are to be avoided. Therefore, the candidate, who is also involved with part-time teaching and home duties, should have the freedom to elect only one course a year if necessary. On the other hand, the candidate will be urged, but not required, to take as many courses as she needs to fully complement her educational and teaching background if this exceeds the minimum of six.

It should be kept in mind that this program is purposefully designed, not as a crash program, but as a program which

encourages the candidates to carry a lightened load in order to have the time to think carefully and intensely about each area.

Performance Improvement.--The candidate will teach part-time in a local school system. Teaching experiences could include: team teaching, teacher aide, remedial teaching, enrichment teaching. The candidate should observe in specialized areas and at grade levels other than the level in which she is interested.

The teacher-mother will place herself within the local school system under a special six year contract which will detail the requirements of academic study, part-time teaching and observation, and evidence of professional contacts with other members of the teaching profession. The contract will also describe compensations. If the candidate chooses to teach in the system in which she has trained after the completion of her program and if she is appointed to a full-time position, she will be placed in an accelerated position on the salary scale. This should provide incentive to do a superior job in her part-time teaching.

The community should benefit through the reserves of qualified teachers made available by the program. And the superintendent, when the candidate resumes full-time teaching, should be confident that he is hiring a well-prepared professional teacher who is thoroughly capable of meeting all classroom problems in an educationally mature manner.

Objectives

General objectives

- 1) To insure that a re-employed woman teacher is knowledgeable about contemporary educational developments
- 2) To insure that a re-employed woman teacher is well prepared in all phases of teaching with special emphasis in remedial and enrichment areas
- 3) To encourage creativity in teacher approach
- 4) To provide breadth of intellectual and educational outlook

Specific objectives

- 1) Remedial teaching--by working with pupils of various grade and ability levels, by working in small groups, and by watching the effect of methods and materials used, the teacher is better able to apply proper methods when she is confronted by a full grade
- 2) Enrichment teaching
 - a) To develop original and creative presentations
 - b) To delve into one subject in depth
 - c) To challenge and be challenged by bright pupils
- 3) Observation and teaching at many levels
 - a) To understand education as a continuing process
 - b) To see how progress at one level influences

progress at other levels

- c) To observe child behavior at various stages of growth and at different potential levels
- d) To observe a variety of presentations and organizations

4) Academic study

- a) To discover the concepts and to learn the methods of modern educational practices
- b) To re-think the underlying theories of learning and development
- c) To stimulate intellectual and cultural perspective

5) Professional contacts

- a) To stimulate an atmosphere of learning from one another
- b) To widen and deepen intellectual and educational interests,

Summary Statement.--The Teacher-Mother Program is concerned with the woman teacher who has been absent from the classroom for several years. Through the academic segment of the proposed program the candidate should deepen her intellectual and cultural base; she should review the underlying theories of education; and she should learn about new developments in American education. The candidate will teach under the supervision of a director and other teachers; and by means of their evaluation and self-evaluation she should correct any deficiencies which she has carried over from her early teaching experience. Through these teaching segments and through her observations in other classrooms and special schools the candidate should discover ways to make her teaching challenging and creative as well as techniques and materials which she could use to help academically advanced, slow, under-achieving, handicapped, and emotionally disturbed children. In conclusion, the candidate after completion of the Teacher-Mother Program should return to a full-time position with her ability for teaching greatly strengthened.

CHAPTER III

THE PROGRAM

Overview.--In the academic segment of the program five tracks should be maintained to insure that course work is carefully fashioned to individual educational and teaching backgrounds. In addition, a seminar course in Contemporary Developments and a seminar course in Psychological Foundations should be part of the program. All teacher-mothers who have not previously elected Remedial Teaching should do so. The aims of the academic segment are to insure understanding of contemporary educational concepts, to learn the methods of modern practices, to re-think the underlying theories of learning and child development, and to stimulate intellectual and cultural perspective.

After proper academic training the candidates must teach in remedial and enrichment situations; they must observe at all levels from kindergarten to grade twelve. The candidates will teach in grades where they have not had past experience. In addition, they should observe, and if possible work, in specialized situations such as: guidance, speech therapy, classes for the retarded and handicapped, small classes, and large classes. The aims of the teaching-observing segment are: 1) to work with children that digress from the norm, 2) to develop original and creative presentations, 3) to see education as a continuing process, 4) to observe child behavior at various stages of growth, 5) to gain and understanding of the specialized services available in the area.

Contacts with other people within the field and outside the profession will be encouraged by attendance at college sponsored educational conferences, by supporting a Teacher-Mother Association among themselves, by developing Special Projects, and by membership in professional associations. The aims of this segment are to widen and deepen cultural, scientific, and educational interests and to exchange viewpoints and practical ideas.

Specialized Course Work.--Two seminar courses patterned especially for the candidates will be offered at a university.

One course will center on Psychological Foundations and Learning Theory. The candidates should study various psychological and learning approaches predominant in contemporary American culture. The teacher-mothers should then compare the way the child learns in the family environment and the way the child learns in the school environment from the viewpoint of their own experiences and from the viewpoints discovered in their readings. In addition, they should determine how their teaching can be buttressed by the values that they bring to it from their motherhood experiences, and they should discuss any psychological conflicts that might develop in assuming the dual role of teacher and mother. The aims of this course are: 1) a crystallization of the candidates' thinking about learning and 2) the growth of sound reasons for their attitudes and beliefs concerning child development.

The second seminar course will be devoted to contemporary

educational developments in curriculum and methods with special stress placed on programs maintained by the local school systems and other programs which show practicality and promise for the future. New departures in curricular offerings and teaching techniques will be emphasized. Specialists will take part as guest lecturers. The aim of this course is to prepare the candidate to modernize her teaching knowledge and to stimulate interest in educational research and new approaches. This course should be elected close to the end of the candidate's academic study.

To insure that the course work complements the backgrounds of the candidates tracks should be available to the teacher-mothers in their academic study:

- 1) Plan A for the candidate who majored in education as an undergraduate
 - a) Required courses in education--at discretion of director
 1. Contemporary Developments
 2. Psychological Foundation and Learning Theory
 3. Remedial Teaching--Concepts and Techniques
 - b) Minimum of three courses in arts and sciences
- 2) Plan B for the candidate who majored in a subject matter as an undergraduate
 - a) Four required courses in education
 1. Psychological Foundations and Learning Theory
 2. Contemporary Developments
 3. Remedial Teaching--Concepts and Techniques
 4. Choice of course work from the following

- a. Principles of Elementary Education
 - b. Elementary School Curriculum
 - c. Elementary School Reading
 - d. Evaluation in Elementary Schools
 - e. Audio-Visual Aids in Teaching
 - f. Elementary School Science
 - g. Elementary School Social Studies
 - h. If the candidate is interested in high school teaching, appropriate secondary offerings would be elected.
- b) Two required courses from the arts and sciences
 - c) If the candidate has an undergraduate minor in education, the director should determine the choice of course work.
- 3) Plan C for the candidate who has previously completed some graduate work in education and has taught for at least three years.
- a) Independent Studies
 - b) Choice of Contemporary Developments, Psychological Foundations and Learning Theory, and Remedial Teaching
 - c) Three or four arts and science electives
- 4) Plan D for the candidate who has an exceptional background in education and who desires specialization
- a) Choice of Contemporary Developments and Psychological Foundations and Learning Theory
 - b) Courses from established university programs in Guidance, Speech, Remedial Reading in accordance with university regulations in these areas.

By taking courses before her return to full-time teaching, the teacher-mother is not overburdened when she returns to full-time teaching. She is permitted a few years to concentrate upon her teaching assignment; then, she may elect to continue her academic improvement after she has re-established herself as a full-time teacher. By that time, her own children may have reached an age of independence, and she may choose to study in a summer school situation as Conant recommends.

Growth through Practical Experience.--To unite academic theory with classroom situations the candidate is expected to teach part-time and to work and observe at levels at which she has not had experience. This work and these observations should show the candidate how education is a continuing process; it should deepen her comprehension of the underlying concepts of education; it should strengthen her understanding of the non-conforming pupil.

In this phase the teacher-mother is required to do part-time teaching in specially selected areas. This part-time teaching may be elected for a minimum of two hours a week to fit effectively into her home responsibilities.

In order to qualify for excellence in teaching, the candidate must be able to meet and deal with the following classroom challenges efficiently:

- 1) The slow learners and poorly-motivated children who have achievement levels one or more grade levels behind their grade placement.
- 2) The gifted and other very bright children who have the ability to advance academically beyond their grade placement.
- 3) Emotionally disturbed children
- 4) Physically handicapped children.

The candidates must learn ways to diagnose specific abilities and to improve existing conditions so far as the limits of the classroom allow. Undergraduate general courses in principles and methods must pertain essentially to the norm; in addition, most textbooks are aimed at the average child at every grade level.

Therefore, although the candidate may be well aware of the concept that pupils should be treated individually, she may not know how to treat individual differences. Special course work and specific experiences in areas that digress significantly from the norm are included in this segment of the teacher-mother program. Each candidate must elect a course in remedial teaching, and she should be urged to elect other appropriate courses. In addition, she will teach remedial students for a minimum of 240 hours, and she will teach in an enrichment situation in two separate areas for a minimum total of 240 hours. With this base of remedial and enrichment teaching the candidate will be well-prepared to teach and to aid the slow learner and to teach and to challenge the bright child--to truly treat individuals individually when she re-enters the profession as a full-time practitioner.

There are valuable reasons for the candidate's teaching in small segments part-time. She will be able to take the time to plan creatively for her teaching assignments. Also, she will be able to assess the teaching that she does more fruitfully than the busy full-time teacher is able to do. John S. Diekhoff mentions the value of a reduced teaching schedule with frequent self-evaluation in speaking of interns preparing for college teaching:

"To learn an art takes practice. The young teacher learns by teaching and learns better with guidance, but he can get along without guidance better than without practice. This is why an in-service program for the education of teachers has advantages over a pre-service program...The advantage of the intern was not in having less opportunity to teach but in having time and opportunity, and incentive, to think critically about the teaching he did..."¹

¹ John S. Diekhoff, Tomorrow's Professors, (New York: The Fund for the Advancement of Education), p. 31

Undoubtedly much of our candidate's planning and evaluating will be done mentally as she is washing windows, mending socks etc.; however, the quality of her thinking should not be underestimated because of the circumstances under which it takes place.

Furthermore, the part-time teaching of the candidates will do much to alleviate problems and to enrich programs within the local school system. At the present time, if active mothers with teaching experience are not able to do substitute teaching, and because of the uncertainty involved in substitute teaching many teacher-mothers cannot be employed in this way, the community does not benefit actively from their resources. By means of the proposed program, the community will profit 1) when the teacher-mother returns to full-time teaching enriched by this program of professional growth and also 2) when the teacher-mother contributes part-time services throughout her program of professional growth.

Considering the reality of large classes and the challenge of advances in knowledge in every sphere, can we ignore any of the trained teachers in the community? We must insist that women with professional backgrounds, who have primary concerns in the domestic area temporarily, are given the opportunity to make valuable contributions on a part-time basis.

The candidates will also volunteer time for observation. As an aid in their understanding of child growth and development they will observe pupil behavior at every level from kindergarten through grade twelve. This observation segment should be patterned chronologically. As they observe at the various

grade levels in succession and as they teach children from different grade levels, the candidates should take careful note of how practices at one grade level influence achievement at another grade level. For example, they may become aware that a continuation of a certain disciplinary practice toward one type of child in the primary grades may result in significant problems in the intermediate grades.

Observation in special classes is expected. As teachers sometimes request pupil referrals to classes for retarded children, it is logical to expect the teacher to have some first-hand knowledge of the special class situation.

Wherever possible arrangements should be made for other observations in specialized situations. Purposes for these observations are:

- 1) To observe the management techniques necessary in extremely large classes
- 2) To observe the academic possibilities of
 - a) The especially small class
 - b) The class of all girls or all boys
 - c) Pupils of above average intellectual capacity
- 3) To observe the methods of motivation and teaching used in working with handicapped children.

Exposure to a variety of organizations and presentations in the observation segment of the program should give the candidate a broad view of the process of education and it should stimulate interest and creativity.

The Teacher-Mother Program is a program of great practical value. It is hoped that approximately thirty women would take

in the initial program. Each candidate would assume the costs of conference fees and dues for professional organizations as well as tuition expenses. Grant funds would be needed to pay for all of the part-time teaching of the initial groups. Any candidate that the local community hires for part-time teaching as part of the program after the initial group should be paid by the local school system. Therefore, the local school system would gradually assume financial responsibility as new candidates enter the program. When the initial groups have completed the program and grant funds have expired, the local school systems would already have active, self-supporting programs in existence. The choice of the communities that would take part in the project would depend upon the results of a survey to determine availability of teacher-mothers and the readiness of the community to assume financial responsibility for the part-time teaching when grant support ends. The program is economically feasible as the average cost per year for one teacher-mother is as low as \$300. This money is payment for part-time teaching. The money that a community invests in a teacher-mother is always in compensation for services performed.

Growth through Professional Contacts.--The teacher who views her profession with maturity reveals the following attitudes:

- 1) She is interested in and she knows about changes and developments in the field of education; she does not limit her concern to her speciality or grade level.
- 2) She is always alert to ways to improve her teaching and to broaden her cultural and intellectual perspective.
- 3) Her aim is to help each child grow in many areas; she is neither deterred by past failures nor is she content to let the high achiever accomplish only that which he could accomplish without her.
- 4) She cares deeply about the influences of her teaching on the entire educational continuum of her students; she tempers her pragmatism by the knowledge that an emphasis or omission at her grade level may have an important impact later.

Development of these attitudes is nurtured by continual intercourse with members of the professional fraternity. Therefore, in the teacher-mother plan strong emphasis is placed on professional development through exchanges with others in the field of education. Naturally professional growth should occur through the avenues of academic study, part-time teaching, and observation. However, to insure that intellectual and educational exposure is broad four other contributing avenues are planned:

- 1) The Teacher-Mother Association

- a) Once a month the candidates in each community would meet to discuss progress and problems.
- b) Once every two months the entire membership of of the association in the surrounding area would meet to evaluate progress and to exchange ideas.
- 2) Special project--to encourage independent research
 - a) Tri-annually the entire membership would sponsor a special project.
 - b) The subject for the special project would evolve from within the teacher-mother group in the late spring.
 - c) Each member would choose a topic within the general topic for research.
 - d) During the summer months programs would be planned for the following year.
 - e) During the school year monthly meetings of the entire membership would replace the bi-monthly meetings.
 - f) At each monthly meeting the program arrangement would be:
 - 1) Research report by member on specific topic
 - 2) Talk by specialist in the chosen field.
 - g) In the late spring the candidates would sponsor a two-day conference at a university on the chosen topic. Guest speakers and discussions would be planned. All area teachers would be invited to attend.
- 3) Membership in professional associations

- a) To help the candidate keep abreast of educational trends throughout the country
 - b) To stimulate thought and action in areas of teacher concern
 - c) The candidate would be required to join one professional association of a general nature and one association of a specific nature.
 - d) The approach to membership in this program is experimental. It is included to familiarize candidates with what is available.
- 4) Attendance at conferences and in-service training programs
- a) To add to the candidates' knowledge and to widen perspective
 - b) To learn about new techniques and recently published materials
 - c) The director should inform the candidates about conferences planned in the area.

Summary Statement.--Many existing programs for teacher training emphasize sufficiency. The Teacher-Mother Program considers what is optimal in teacher training. Therefore, fulfillment of this program should result in the development of outstanding teachers who are intensely concerned with excellence. Through academic study these teachers will have a firm understanding of contemporary developments and learning theories. Through practical experience they will know how to challenge the school child. These teachers will be open-minded educationally and intellectually.

The communities that adopt the Teacher-Mother Program will benefit from the part-time teaching that the candidates will do as members of the program. The communities will also benefit from the supply of extremely capable permanent teachers that the program will produce. The Teacher-Mother Program is a practical proposal; it is financially feasible. Its adoption is necessary today; its adoption will be even more essential tomorrow.

CHAPTER IV

PROCEDURES

The first step toward the establishment of a Teacher-Mother Program is a survey. The purposes of the survey are as follows: 1) to determine the number of women in a given community who would be interested in participation in such a program 2) to assess the educational and experience background of former teachers who plan to re-enter the teaching field eventually 3) to determine whether the domestic interim has contributed to educational depth 4) to discover whether former teachers have had experience in contemporary educational developments. To fulfill these purposes the following informational criteria will be investigated:

A. Academic background

1. Number of active mothers holding a bachelor's degree
 - a. In education
 - b. In liberal arts
 - c. In science
2. Number of active mothers holding a master's degree
 - a. In education
 - b. In a subject-matter field
3. Number of active mothers having done graduate study
 - a. In education
 - b. In a subject-matter field

B. Teaching background

1. Number of years of full-time teaching experience
 - a. In elementary school
 1. Grade level
 - b. In secondary school
 1. Grade level
 2. Subject matter
2. Number of years of part-time teaching experience
 - a. In substitute teaching
 - b. In regular part-time teaching
3. Number of years of teaching since marriage
4. Number of years of teaching since birth of first child
5. Number of years of no teaching
6. Membership in professional associations

C. Domestic characteristics

1. Number of years married
2. Number and ages of children
3. Occupation of husband

D. Future plans

1. Number of active mothers who plan to return to full-time teaching
2. Number of active mothers who plan academic course work before a return to full-time teaching
3. Number of active mothers who plan academic course work after a return to full-time teaching
4. Number of active mothers who prefer to teach part-time before returning to full-time teaching

5. Reasons for desire to return to full-time teaching

E. Attitudes and activities

1. Areas of confidence and insecurity toward teaching
2. Kinds of experience in contemporary educational developments
3. Membership in community clubs
4. Reading interests
5. Cultural and entertainment interests

Comparison Checks

Independent Organization.--To determine whether the program would operate efficiently in isolation and without the support of a university the following comparison check is suggested. The director would survey a community and explain the program to interested teachers who were married. and active mothers. The local community would provide the facilities for part-time teaching, and grant funds would pay for the initial group. However, the candidates would have to make all arrangements for academic course work independently and maintain the Teacher-Mother Association independently. Arrangements for observation and consultation would be made by the candidates and the director..

This arrangement is offered to anticipate the adoption of the program in widely separated communities. The director might eventually be employed by a state department of education.

Survey Check.--To determine whether the results of the surveys of local communities were reliable questionnaires would be sent out to alumnae from the supporting university. At the end of the six year period these women would be surveyed once more to determine how many entered teaching and the characteristics of the return.

Procedures

- 1) The director contacts interested superintendents to gain permission to conduct a survey through the schools to locate former teachers.
- 2) The director contacts local women's organizations to locate former teachers.
- 3) The director will publicize the search for former teachers through newspaper and radio media if necessary.
- 4) The director will survey all women who are located by the above means to gain information about the women and to determine interest in a return to teaching, in part-time teaching, and in further academic study.
- 5) The director will meet with all women who express a desire to teach part-time and to continue academic study prior to a return to full-time teaching. The director will explain the operation of the Teacher-Mother Program at this meeting.
- 6) The director and each local superintendent will interview all possible candidates who desire to enroll in the program. Each superintendent interviews only candidates from his area. The director interviews all candidates and investigates the background of each woman.
- 7) Candidates are selected for the initial program which will not begin for several months to allow the teacher-mothers to make domestic arrangements.
- 8) Arrangements are made at the supporting university for the seminar courses.
- 9) The director meets with each candidate to plan possible academic and teaching program.

- 10) Applications from candidates to the university are processed to allow them to enroll as special students.
- 11) The director meets with the superintendents and candidates from each city to discuss part-time teaching and observation arrangements.
- 12) The director locates schools for specialized observations and educational conferences that will be available to the candidates during the program.
- 13) The director explains the program to local teachers to gain their cooperation in the project.
- 14) The candidates sign special contracts with the local school systems.
- 15) Candidates make all arrangements for teaching independently with the elementary and secondary principals.
- 16) Candidates enroll in academic course work independently. Grades for courses are forwarded from the university to the superintendent and to the director.
- 17) As each work unit (teaching or observation) is fulfilled the candidate writes a complete report. She sends this to the office of the superintendent. She sends a copy to the director. The involved teacher and principal send in a more limited report. These reports and transcripts are put into her folder which is reviewed by the superintendent every two years and by the director each semester.
- 18) Grant funds could pay for all part-time teaching for any candidate enrolled within the first two years of the program. Any candidate enrolled after the first two years is paid by the local school system. The candidate is not paid for

observation segments. The candidates assume all costs for conferneces and dues for professional associations as well as tuition expenses.

- 19) Candidates attend monthly meetings of the Teacher-Mother Association.
- 20) The director and the candidate confer at least once a semester to discuss academic and teaching progress and plans for future teaching and academic work. The director observes the candidate teach a minimum of three times per segment.
- 21) The director meets with each superintendent at least once a semester to evaluate past events and to discuss future utilization of the program.
- 22) When the candidate completes her requirements, the director sends an evaluation of her performance to the superintendent.
- 23) When the candidate completes her program, she writes an evaluation of her participation and sends it to the director and to the superintendent. By writing this evaluation the candidate will think through her accomplishments in each area and she will clarify in her own mind the professional growth that she has achieved. Suggestions and criticisms will be of use in future planning.
- 24) If the candidate is hired for full-time teaching after completing her program, she will recieve an appropriate credit on the salary scale.

Final Statement.--The Teacher-Mother Program is a three-fold re-training plan of academic study, practical teaching experience, and professional stimulation for former teachers before they are re-employed as full-time teachers. When domestic responsibilities ebb and married women teachers return to the field, many of them realize they need additional training to match the educational pace of today. To seek liberal and professional improvement after returning to full-time teaching frequently leads to shortchanging in three areas--family, teaching, and academic and cultural life. To remedy this situation the Teacher-Mother Program gives the former teacher an opportunity to grow liberally and professionally before she returns to a regular position. Primary concern is with the quality of the returning teacher.

It is proposed that the years of active motherhood can be years of professional growth in education. It is proposed that the years of active motherhood can be years of academic maturity and divergent teaching experience. An efficient program of study and part-time teaching which considers the special situation of the woman whose primary consideration is home-centered is feasible if the program is allowed to extend over a six year period. Requirements of a high standard can be fulfilled if the time span is broad enough to allow an adequate degree of freedom for the enrolled candidate. If the pace is without pressure, if the woman knows that she can absent herself from the program during a duration of domestic trouble, if the rewards are tangible as well as intangible, then achievement of educational growth is possible.

A survey should be conducted to locate former teachers who now have pre-school children or children in the primary and intermediate grades and who would be interested in participating in a part-time program extended over a period of several years. The former teacher will sign a contract with a local school system. This contract will stipulate the requirements of academic study, part-time teaching, observation, and evidence of professional contacts; it will also detail compensations. The candidates should study under special arrangements at a designated university. The director of the program should supervise the program from the university. The candidates would work part-time in a local school system. They would teach in remedial and enrichment areas and they would teach with other teachers and work in special departments if it is feasible. The candidates would also observe in several school systems and at special schools. An association would be formed by the candidates to foster an exchange of ideas. Candidates would attend conferences held at area colleges. All segments of the program would be designed with the primary aim of teacher improvement.

Appendices

Attention, Mothers:

Your child's elementary school is cooperating in a project which will help administrators plan future teacher recruitment programs in the Keene public schools. This project is part of a thesis concerning the return or entry into the teaching field of married women with school age children. The results of the project will aid the Keene public schools by providing information about women within the community who plan to become permanent or substitute teachers in the future.

If your answer to ANY of the four questions below is YES, please complete the form and return it to school with your child. Your assistance in this project is appreciated.

- | | | |
|--|-----|----|
| 1. Have you ever been employed as a teacher? | Yes | No |
| 2. Are you a college graduate? | Yes | No |
| 3. Have you taken courses in education? | Yes | No |
| 4. Are you attending college now? | Yes | No |

Name _____ Address _____

Name:

Address:

Dear Mrs. :

Recently you returned an inquiry form about your educational background to your child's elementary school indicating that you are a college graduate. This questionnaire is a follow-up on the inquiry form. Some of this information will be given to the Superintendent of Schools, with your permission, to help him plan teacher requirement of permanent and substitute teachers. Only the STARRED* information will be forwarded to Mr. Day. All other items will remain confidential. If you do not want me to give Mr. Day any information from your questionnaire, please indicate this.

In addition to helping the Keene school system, I will use the information from the questionnaires in writing my thesis at the University of Massachusetts. Sixty percent of married women teachers have a break in their teaching service. I am interested in discovering what happens in those years away from teaching, and I also hope to determine the amount of interest college graduates who never taught have in teaching as a career after their children are in school. All the material for my thesis will be treated statistically, and privacy will be insured. I would appreciate it if you would complete the questionnaire and return it to me by May 15.

Mrs. George Finn
589 West Street
Keene, New Hampshire

-
- * 1. From what college did you graduate?
- * 2. What degree did you receive? B.A. B.S. B.Ed. Other
- * 3. What was your major field?
- * 4. What was your minor field?
- * 5. Have you done any graduate study? Please circle. Yes No
a. Where?
b. Number of credits?
c. When?
- * 6. Did you elect student teaching (practice teaching)? Yes No
a. Grade level?
- * 7. Have you ever been a full-time teacher? Yes No
a. Number of years?
b. What grades or subjects (if secondary) did you teach?
c. When did you stop teaching full-time?
8. Why did you stop teaching? Please circle. Marriage Pregnancy Other
9. Did you return to full-time teaching after the birth of your first child.
Yes No
a. Number of years?
10. Have you done any regular part-time teaching since the birth of your first child? Yes No
a. Number of years?
b. Subject?
- *11. Have you ever been a substitute teacher? Yes No
a. Number of years?
b. Amount (approximate per year)?
- *12. Do you plan to return to teaching? Yes No
a. Reason (please explain)
b. Year (approximate)
- *13. Are you interested in entering the teaching field? Yes No
a. Reason (please explain)
b. Year (approximate)
- *14. Would you prefer to teach part-time before you return or enter full-time teaching? Yes No
a. As a regular part-time teacher? Yes No
b. As a substitute teacher? Yes No

15. Do you plan graduate study before you return or enter full-time teaching?
Yes No
16. Do you plan graduate study after you return or enter full-time teaching?
Yes No
- *17. Would you be interested in a special program of part-time teaching and academic study for married women who eventually intend to enter or return to full-time teaching? Yes No
18. If you suddenly found it necessary to return or to enter the teaching field, in which of the following areas would you feel confident? Please circle. In which areas would you feel insecure? Please underline.
Discipline Subject matter knowledge Methods of presentation

Helping slow children Helping emotionally disturbed children

Helping advanced children Motivating under-achievers Audio-visual aids
19. Which of the following programs were part of the school system when you were employed as a full-time teacher. Circle even if you did not take part.
Remedial reading Development reading ITA Modern Math

Special classes for the retarded....For the gifted Teaching by Television

Team Teaching Joplin Plan Foreign language in the elementary school

Programmed instruction Guidance Speech therapy
20. Have you ever been a member of a professional education organization? Yes No
a. Are you still a member?
21. Please circle any of the following groups in which you are an active member.
P.T.A. Church group Political organization Bridge group

Hobby club Community organization Scouts
22. How would you evaluate the amount of free time you have? Please circle.
too much too little just enough
23. How many movies do you see on the average in a year? 5 10 20 30
24. What television programs do you regularly watch?
25. What type of reading material do you prefer?
26. What books have you read in the past month?
27. Did you discuss any of these books with anyone else? Yes No
28. What books concerning education have you read in the past six months?
29. To what magazines does your family subscribe?
30. How many years have you been married?
31. How many children do you have?
32. What are the ages of your children?
33. What is the occupation of your husband?
34. What did you like best about teaching?
35. Do you feel that teaching is an occupation or a profession?
36. What did you like least about teaching?
37. Would you be interested in a summary of the results of this survey? Yes No

Appendix B

Procedures

Criteria for Investigation and Interviewing Possible Candidates

Transcripts of college grades, references concerning past teaching experiences, and personal references will comprise the investigation. During interviews special attention should be paid to the following:

1. Interest in education
2. Personality
3. Attitude toward previous teaching
4. Cultural and intellectual interests
5. Community participation
6. Attitude of husband toward outside work
7. Child care arrangements
8. Desire to return to full-time teaching

The significance of some of the preceding points needs elaboration. Reasons for their inclusion in an evaluation of a potential candidate are:

1. Cultural and intellectual interests--To stimulate intellectual inquiry within children the teacher should be an intellectually curious person.
2. Community participation--Although an attitude of community involvement is desirable, it is important to determine whether the candidate is willing to reduce her activities load because of involvement in this program. The Teacher-Mother Program is not a club.
3. Domestic situation--An attitude of support toward her

venture on the part of her husband is an important determinant; past experiences in leaving any pre-school children with sitters is also worthy of investigation.

4. Desire to return to full-time teaching--While it is important to determine the candidate's willingness to eventually return to full-time teaching, financial or other pressures which would tempt the candidate to return to full-time teaching before completing the program would not suit the purposes of the program.
5. Personality--Because much of the teacher-mother's schedule would involve making independent arrangements and working with many other teachers, it is essential that she be self-confident; because the program covers a wide range of years and is self-initiated, it is vital that the candidate has a sense of responsibility.

Criteria for Contract

The requirements of the program are as follows (an example for a candidate on the elementary level is given for illustration).

One year (80 hours) is required for correcting papers and preparing mimeograph work sheets. "Mrs. A., who taught for three years in grade two before her marriage, is assigned to a sixth grade teacher as a corrector. She chooses to do this for six months at the start of her program when home responsibilities are heavy. The next year, for six months, Mrs. A. prepares mimeograph work sheets for the fourth grade teacher. These activities allow Mrs. A. to become familiar with texts from other grades and the quality of work from pupils at other ages as well as providing an opportunity for her to re-enter in a very simplified way. The teacher-mother should be prohibited from doing this at a level at which she has already taught; she should also be prohibited from using any commercially prepared mimeograph source."

The second requirement is 240 hours of remedial teaching. "Mrs. A., after taking appropriate courses, teaches remedial reading three afternoons a week for one year. Her students range from grade one to grade five.

The third requirement is 240 hours of enrichment teaching. "Mrs. A., after taking courses in art appreciation in her own course of study, teaches art appreciation for three hours a week to a group of bright fifth graders for one year. Another year Mrs. A. worked three hours a week with an entire first grade in a special science project.

The candidate is required to work for 160 hours outside the elementary school. Specialized work such as instrumenal instruction or speech therapy may be included. "Mrs. A. broke this requirement down into the following segments: six months were spent assisting the high school guidance director and six months were spent as a teacher aide to a high school biology teacher."

If possible, the candidate should do substitute teaching in the elementary grades for six months. The aim of this segment is to familiarize the candidate with teaching at many grade levels in the elementary school. "Mrs. A. was available for substitute teaching every Monday for six months. For this work she was paid by the local school system."

The candidate is required to observe for 100 hours during her entire program. This observation must include every grade level although more time may be spent at a level where full-time teaching is expected. This observation must include a stated number of other school systems including private and parochial schools if possible. This observation must include special classes.

Complete reports must be made by the candidates on all the above segments.

Each candidate is required to elect a minimum of eighteen hours in academic course work. Only one grade of C is allowed. Each candidate must abide by the regulations of the academic track which she enters.

The candidate must present evidence of professional contacts. This will include: attendance at meetings of the Teacher-Mother

Association, attendance at three conferences in education sponsored by a local college or school system, full participation in special projects of the Teacher-Mother Association, membership in two professional associations.

The time span of the program should be determined by each candidate and the director. The program may be extended to six years if domestic responsibilities are heavy. The candidate may withdraw from the program for a year if necessary.

Provisions for an accelerated position on the salary scale for the candidate should she be hired by the school system in which she did her part-time teaching for a regular teaching position should be included in the contract.

Although much flexibility should be encouraged within each requirement, it will be stipulated in the contract that the candidate is not to be used for purely supervisory duties such as study hall supervision or in the cafeteria or for clerical work. The measure of achievement depends completely on a faithfulness to the central purpose of the program--professional teacher improvement.

Appendix C

Costs and EvaluationCosts

Total cost for one teacher-mother (sample)

Work unit	Hourly pay	Total hours	Total pay
1. Correcting papers and mimeograph preparation	\$1.00	80	\$80
2. Remedial teaching	3.00	240	720
3. Enrichment teaching	3.00	240	720
4. Work outside the elementary school			
a) Guidance Department	2.00	120	240
b) Teacher aide	2.00	40	80
		<u>720</u>	<u>\$1840</u>

Average yearly pay/cost for one teacher-mother (sample)

Enrollment span--2 years.....	\$920
Enrollment span--3years.....	613
Enrollment span--4 years.....	460
Enrollment span--5 years.....	368
Enrollment span--6 years.....	306

Costs

Grant funds

Preliminary planning and survey (Cost of materials and administration)	\$ 2,000
---	----------

Pay for part-time teaching of thirty candidates	55,200
---	--------

Administrative expenses

Salary of director	27,800
Advisory board	3,000
Secretarial	900

Cost of instructors for seminars	4,000
----------------------------------	-------

\$92,900

Salary of director

First three years---	\$5,000 per year
Years four and five-	3,200 per year
Sixth year	6,400

In order to be significant in helping other cities and towns establish such a program the initial project must be carefully supervised, observed, and evaluated. During the first three years the director will attend all Teacher-Mother Association meetings as well as consulting with the candidates and observing their teaching intensely. It is essential that close rapport be established between the candidates and the director to enable the director to locate the strengths and weaknesses of the program. During the fourth and fifth year the director will not attend the association meetings. During year six the director will attend the association meetings to determine how the organization withstood the test of independence. Year six will also be the year in which all data is processed for evaluation.

Costs

Part-time teaching pay scale on per hour basis

Correcting papers	\$1.00	
Teacher aide	1.00 2.00	depends upon assignment
Mimeograph preparation	1.00	
Library service	1.00	
Administration of a testing program	2.00	
Enrichment teaching	3.00	
Remedial teaching	3.00	
Tutoring in same subject 1-3 pupils	2.00	
Curriculum planning	2.00	
Experimental project	2.00	

Guidelines:

In the construction of the pay scale for part-time teaching the following considerations were deciding factors:

Correcting papers and mimeograph preparation

- a) Can be done at home
- b) Not directly involved with children

Library service

- a) Pre-planning not involved
- b) Teaching not involved
- c) Supervision limited to a few children at a time

Teacher aide

- a) Minimum--no planning, no teaching, assisting pupils
- b) Maximum--planning, teaching

Administration of a testing program

- a) Academic preparation necessary
- b) Correcting required
- c) Evaluation or follow-up required

Enrichment teaching and remedial teaching

- a) Academic preparation necessary
- b) Planning required
- c) Teaching required

Duties of director:

I Conduct survey

- A. Contact and visit all superintendents
- B. Send out questionnaires
- C. Process all questionnaires

II Choose candidates

- A. Contact all interested women
- B. Address potential candidates to explain program
- C. Interview all potential candidates
- D. Investigate backgrounds
- E. Meet with superintendents
- F. Choose candidates

III Orient candidates

- A. Meet with all candidates to discuss final plans
and to organize Teacher-Mother Association
- B. Meet with individual candidates to go over tentative
plans for study and teaching
- C. Arrange for observation in specialized situations
- D. Address all regular teachers to explain program

IV Provide supervision and consultation

- A. Attend meetings of Teacher-Mother Association
- B. Meet with candidates individually once each semester
to discuss program
- C. Additional meetings
 - 1. If candidate desires
 - 2. If candidate has condensed her program into two years
 - 3. If candidate has had little teaching experience

- D. Study complete reports of candidates and limited reports of principals and teachers
- E. Observe candidates teach three times each semester
- F. Arrange for educational conferences

V Make arrangements for seminar courses

VI Evaluation responsibilities

- A. Evaluate candidate's capacity as a teacher
- B. Process data for evaluation of program

VII Plan for future

- A. Arrange for new candidates
- B. Provide publicity for the program
- C. Aid other school systems in starting program

Advisory Board:

An advisory board will be composed of university professional personnel and representatives for the cooperating superintendents. The function of this board will be to oversee the program and to give advice in areas of administration, curriculum, supervision, and evaluation. The members of this board will be compensated for their services.

Means of Evaluation:

1. Self-evaluation by individual candidates at the completion of the program and after they return to full-time teaching.
2. Evaluation by principals of buildings in which the candidates assume full-time teaching.
3. Evaluation via the data gathered from the program.
4. Evaluation by the professional advisory board.

In early May, 1965, questionnaires were sent to sixty-eight women college graduates in Keene New Hampshire. At the time of this writing nineteen women had returned completed questionnaires. Bachelor degrees had been earned by all respondents. Four degrees were in education; seven were in science; eight were earned in liberal arts. Nine women had teaching experience. Ten women plan to return or enter full-time teaching. However, only three respondents have studied on the graduate level even though there is a state college in the city.

The average number of years married is eleven. The average number of children is three with a mean age of nine years.

While teaching seven of the respondents belonged to professional associations. At the present time two women are members of professional associations.

Of the nineteen college graduates four attended state teacher's colleges, seven attended state universities, five attended "Ivy League" women's colleges, and three attended other private colleges.

In determining interests of the women college graduates only television viewing results have been tabulated at this time. All four B. Ed. degree-holders watch television regularly. Only one of the eight liberal arts degree-holders watches television at all. Two B. S. degree-holders watch television regularly. Eleven B.S. and B.A. graduates watch little or no television.

When respondents were asked to evaluate their feelings of confidence and insecurity in teaching the following results were found: discipline and methods of presentation were stressed as areas of confidence; motivating under-achievers and helping

emotionally disturbed children were stressed as areas of insecurity.

Although only half (10) of the women questioned plan to return or enter teaching, twelve respondents or 63% of the total and more than 100% of the women planning to teach would be interested in a "special program of part-time teaching and academic study for married women who eventually intend to enter or return to full-time teaching". The partial results from this survey indicate with certainty that women to support such a program are available.

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